Communication and Language

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|  | Autumn Term | Spring Term | Summer Term |
| Listening, Attention and Understanding  | * 1. Enjoy listening to longer stories and can remember much of what happens.
	2. Pay attention to more than one thing at a time, which can be difficult.
 | 2.1. Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.2.2. Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”. | 3.1. Sing a large repertoire of songs.3.2. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. |
| Speaking | * 1. Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.
	2. Start a conversation with an adult or a friend and continue it for many turns.
 | 2.1. Use a wider range of vocabulary.2.2. Use longer sentences of four or six words.2.3. Use talk to organise themselves and their play: “Let’s go on a bus… you sit there… I’ll be the driver”. | 3.1. Be able to express a point of view to debate when they disagree with an adult or friend, using words as well as actions.* 1. Develop their pronunciation but may have problems saying:
* Some sounds: r, j, th, ch and sh
* Multi syllabic such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.
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Personal, Social, Emotional Development

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|  | Autumn Term | Spring Term | Summer Term |
| Self-Regulation | * 1. Show more confidence in new social situations.
	2. Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.
 | 2.1. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. 2.2. Understanding gradually how others might feel. | 3.1. Develop appropriate ways to be assertive.3.2. Talk with others to solve conflicts.  |
| Managing Self | * 1. Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested for them.
 | 2.1. Increasingly follow rules, understanding why they are important. | 3.1. Remember rules without needing an adult to remind them. |
| Building Relationships | * 1. Become more outgoing with unfamiliar people, in the safe context of their setting.
 | 2.1. Play with one or more other children, extending and elaborating play ideas. | * 1. Develop their sense of responsibility and membership of a community.
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Physical Development

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|  | Autumn Term | Spring Term | Summer Term |
| Gross Motor Skills | * 1. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
	2. Go up steps and stairs, or climb up apparatus, using alternate feet.
	3. Skip, hop, stand on one leg and hold a pose for a game like musical statues.
	4. Use large-muscle movements to wave flags and streamers, paint and make marks.
 | * 1. Start taking part in some group activities which they make up for themselves or in teams.
	2. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to walk, crawl or run across a plank, depending on its length.
 | 3.1. Choose the right resource to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.* 1. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
	2. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
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| Fine Motor Skills | * 1. Use one-handed tools and equipment, for example, making snips in paper with scissors.

  | 2.1. Use a comfortable grip with good control when holding pens and pencils. | 3.1. Show preference for a dominant hand. |
| Health and Self=Care | * 1. Start eating independently and learning how to use a knife and fork.
 | 2.1. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. | 3.1. Be increasingly independent in meeting their own care needs. E.g. Bushing teeth, using the toilet, washing and drying their hands thoroughly.3.2. Make healthy choices about food, drink, activity and tooth brushing. |

Literacy

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|  | Autumn Term | Spring Term | Summer Term |
| Word Reading | * 1. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
	2. Say some of the words in songs and rhymes.
	3. Copy finger movements and other gestures or actions.
	4. Sing songs and say rhymes independently, for example, singing whilst playing.
 | 2.1. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.2.2. Understand the five key concepts about print:* Print has meaning
* Print can have different purposes
* We read English text from left to right and from top to bottom
* The names of the different parts of a book
* Page sequencing
 | * 1. Develop their phonological awareness to:
* Spot rhymes in familiar stories and poems.
* Count or clap syllables in a word.
* Recognise words with the same initial sound.
	1. Begin to read individual letters by saying the sounds for them.
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| Comprehension | * 1. Enjoy sharing books with an adult.
	2. Pay attention when listening to stories and respond to the pictures or the words.
	3. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.
 | 2.1. Ask questions about the book. Make comments and shares their own ideas.2.2. Develop play around favourite stories using props. | * 1. Engage in extended conversations about stories, learning new vocabulary.
	2. Repeat new vocabulary in a context of a story.
	3. Repeat words and phrases from familiar stories.
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| Writing | * 1. Add some marks to their drawings which they give meaning to for example “That says Mummy”.

1.2. Make marks on their picture to stand for their name.**Physical Development*** 1. Develop manipulation and control when mark making.
	2. Manage buttons, zips and pour drinks.
	3. Explore different materials and tools safely.
 | 2.1. Write some or all of their first name.2.2. Begin to write initial sounds as captions for drawings.2.3. Use some of their print and letter knowledge in early writing such as a pretend shopping list.**Physical Development*** 1. Use one handed tools such as scissors.

2.5. Use a comfortable grip with good control when holding pens and pencils. | 3.1. Write their first name independently.* 1. Sequence a familiar story, using pictures or props to support.
	2. Can add captions to their pictures using initial sounds.

**Physical Development*** 1. Show preference for dominant hand.
	2. Use scissors confidently.
	3. Use a comfortable grip with good control when holding pens and pencils.
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Mathematics

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|  | Autumn Term | Spring Term | Summer Term |
| Number | * 1. Recite numbers past 5.
	2. Say one number for each item in order: 1,2,3,4,5.
	3. Show ‘finger numbers’ up to 5.
	4. Joins in and sings counting songs and number rhymes. Listen to and enjoy stories that involve counting.
 | 2.1 Develop fast recognition of up to 3 objects, without having to count them individually.2.2. Link numerals and amounts: for example, showing the right number of objects to match the numeral up to 5.* 1. Know that the last number reached when counting a small set of objects, tells you how many there are in total (‘cardinal principle’).
 | * 1. Develop the key skills of counting objects including saying the numbers in order and matching one number name to each item.
	2. Estimate and guess how many there might be before counting.
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| Numerical Patterns | * 1. Experiments with their own symbols and marks as well as numerals.
 | 2.1. Solve real world mathematical problems with numbers up to 5.2.2. Compare quantities using language ‘more than’, ‘fewer than’. | * 1. Use vocabulary ‘more than’, ‘less than’, ‘fewer’, ‘the same as’, ‘equal to’.
	2. Become familiar with some two digit numbers and start to notice patterns within them.
	3. Distribute items evenly from a group.
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| Shape | * 1. Talk about and explore 2D and 3D shapes, using informal and mathematical language: ‘sides’ ‘corners’ ‘straight’ ‘flat’ ‘round’.
	2. Describe a familiar route and the order of things seen on the way.
	3. Understand position through words alone – for example, “the bag is under the table” – with no pointing.
	4. Selects shapes appropriately: flat surfaces for building, a triangular prism for a roof.
 | 2.1. Discuss routines and locations using words like ‘in front of’ and ‘behind’.2.2. Make comparisons between objects relating to size, length, weight and capacity.2.3. Combine shapes to make bigger ones – an arch, a bigger triangle etc.2.4. Begin to describe a sequence of events, real or fictional, using words such a ‘first’, ‘then’. | 3.1. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.* 1. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.
	2. Extend and create ABAB patterns – stick, leaf, stick, leaf.
	3. Notice and correct an error in a repeating pattern.
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Understanding the World

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|  | Autumn Term | Spring Term | Summer Term |
| Past and Present | * 1. Sequence family members by size and name (baby, child, adult).
 | 2.1. Begin to make sense of their own life story and family’s history.  | 3.1. Comments on recent pictures of experiences in their own life. “This was me at the farm…” |
| People, Culture and Communities | * 1. Shares likes a dislikes.

1.2. Able to say who they are and who they live with. | 2.1. Continue developing positive attitudes about the difference between people.2.2. Shows an interest in difference occupations. | * 1. Know that there are different countries in the world and talk about the difference they have experienced or seen in photos.
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| The Natural World | * 1. Use all their senses in hands-on exploration of natural materials.
	2. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.
	3. Explore how things work.
 | 2.1. Plant seeds and care for growing plants.2.2. Understand the key features of the life cycle of a plant and an animal.2.3. Begin to understand the need to respect and care for the natural environment and all the living things. | 3.1. Explore and talk about different forces they can feel.* 1. Talk about the difference between materials and changes they notice.
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Expressive Arts and Design

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|  | Autumn Term | Spring Term | Summer Term |
| Creating with Materials | * 1. Explore different materials freely, in order to develop their ideas about how to use them and what to make.
	2. Develop their own ideas and then decide which materials to use to express them.
	3. Join different materials and explore different textures.
 | 2.1. Create closed shapes with continuous lines, and begin to use these shapes to represent objects.2.2. Draw with complexity and detail, such as representing a face with a circle and including details.2.3. Use drawing to represent ideas like movement or loud noises. | 3.1. Show different emotions in their drawing and paintings, like happiness, sadness, fear etc.3.2. Explore colour and colour-mixing. |
| Being Imaginative and Expressive | * 1. Take part in simple pretend play, using an object to represent something else even though they are not similar.
	2. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
	3. Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.
 | 2.1. Listen with increased attention to sounds.2.2. Respond to what they have heard, expressing their thoughts and feelings.2.3. Remember and sing entire songs.* 1. Play instruments with increasing control to express their feelings and ideas.
 | 3.1. Sing the pitch of a tone sung by another person (‘pitch match’).3.2. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.3.3. Create their own songs, or improvise a song around one they know. |